



Fruit, Vegetable, and Physical Activity Toolbox for Community Educators

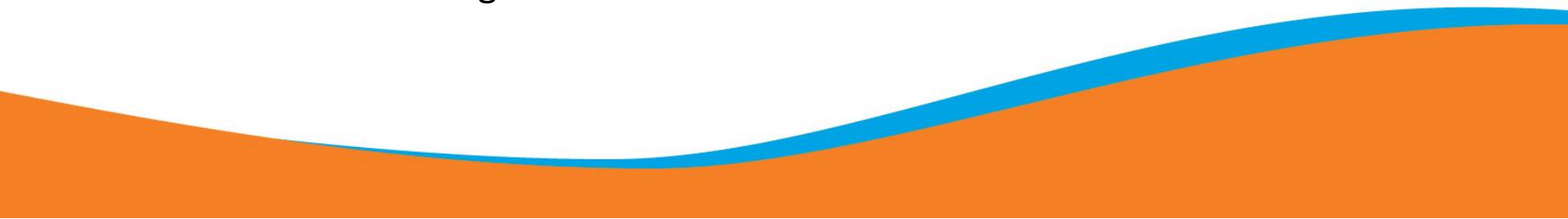
Presented by:

North Coast and Cascades Training and Resource Center (TRC)

A Program of the Center for Nutrition and Activity Promotion

California State University, Chico

Agenda


- Welcome & Introductions
 - Fruit, Vegetable and Physical Activity Icebreaker
 - Putting the Toolbox into Practice:
Review of Resources and Sample Lesson Implementation Processes
 - Tips for Lessons in Diverse Communities
 - **Break**
 - Physical Activity Mini-Break (*Modeling for Community Classes*)
 - Building Skills Through Hands-On Practice: Practice Implementing Lessons in Teams
 - Reflections and Insights
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North Coast and Cascades Training and Resource Center (TRC)

- A Program of the **Center for Nutrition and Activity Promotion** at California State University, Chico
- One of 7 regional programs funded by California Department of Public Health's Nutrition Education and Obesity Prevention (NEOP) Branch




What We Offer

- Training and technical assistance for local health departments on NEOP campaigns and programs
 - Peer sharing, collaboration and networking opportunities
 - Regional infrastructure to advance NEOP in communities
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Fruit, Vegetable and Physical Activity Icebreaker

[http://www.network-
toolbox.cdph.ca.gov/en/HandFVBenefits.asp](http://www.network-toolbox.cdph.ca.gov/en/HandFVBenefits.asp)


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Putting the Toolbox into Practice




The Toolbox

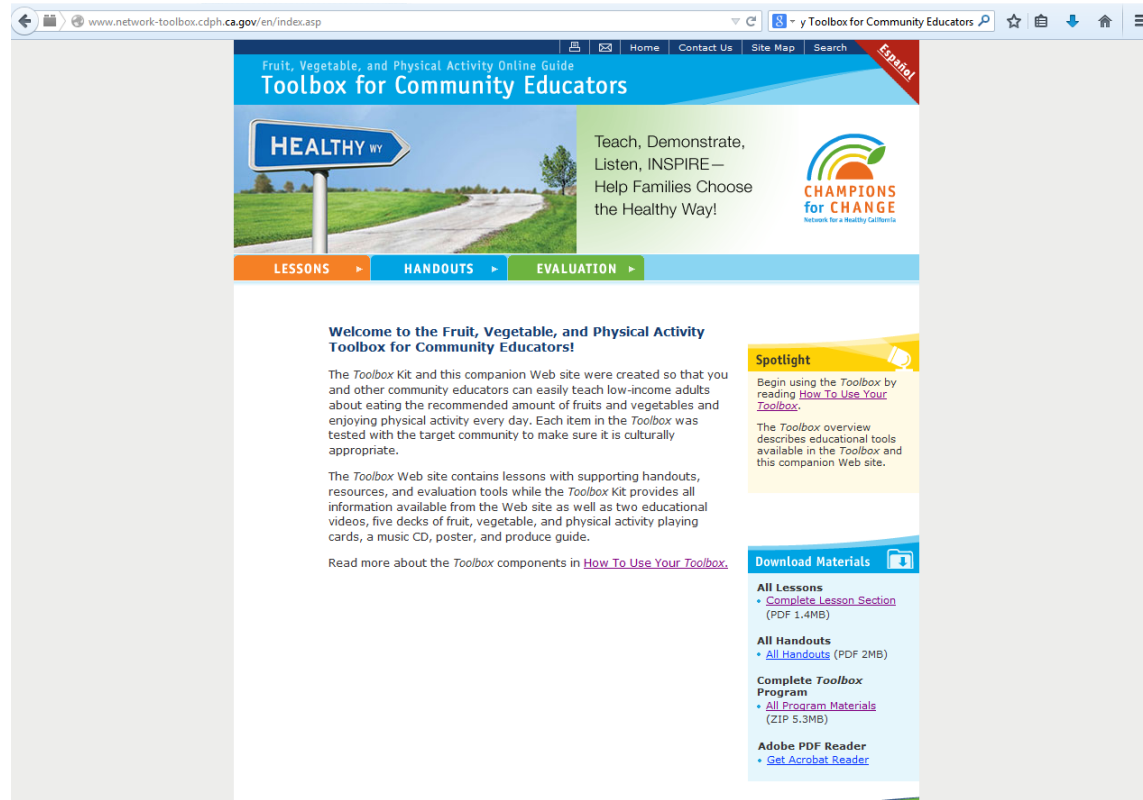
Provides a curriculum to teach low-income adults about eating the recommended amount of fruits and vegetables and enjoying physical activity every day.

- ✓ Tested with the target community to make sure it is culturally appropriate.
 - ✓ Available in English or Spanish.
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The Toolbox

- Lessons
 - Supporting handouts
 - Evaluation tools
 - Educational videos
 - Fruit, vegetable, and physical activity playing cards
 - Music CD
 - Poster
 - Produce guide
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The Toolbox



- The Toolbox website contains lessons with supporting handouts, resources, and evaluation tools <http://www.network-toolbox.cdph.ca.gov/en/index.asp>

Toolbox Components

Lessons: 16 in ALL

- 2 adult recommendations
- 7 easy-to-implement nutrition lessons
- 6 fun physical activity lessons
- 1 community empowerment lesson

Handouts:

- Support lessons and remind participants what they have learned during the lesson.
- Provide practical information, recipes, and physical activity suggestions that encourage behavior change.

Evaluation:

- Measures participants' knowledge of the lesson recommendations and their related health benefits.
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Adult Recommendation Lessons:

How Many Cups Do I Need?


How Many Minutes Should I Get?



Nutrition Lessons

1. Fruit and Veggie Ice Breaker
 2. Healthy Options Away From Home
 3. Power Up At Work
 4. Healthy Recipe Demonstration and Sampling
 5. Grow Your Own Salsa
 6. Green Grocer
 7. Sharing the Gift of Fruits and Vegetables
 8. Try Your Hand at Fund Fruit and Vegetable Games
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Physical Activity Lessons

1. Be Active Your Way
 2. Walking on the Path to Better Health
 3. Dance for Fun and Fitness
 4. All aboard the Physical Activity Train
 5. Physical Activity Relay
 6. Jump for More Physical Activity
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Community Empowerment

Advocating for Fruits, Vegetables, and
Physical Activity in Your Community



Posters

**CHAMPIONS
for CHANGE**
Network for a Healthy California

Energize Your Body with Fruits and Vegetables!

Eating the recommended amount of fruits and vegetables is all in your hands.

Want to improve your health? Eat colorful fruits and vegetables every day. Adults need 2½ to 3½ cups of fruits and vegetables every day for better health. For fresh ideas and tips on how to get more fruits and vegetables into your diet, visit www.championsforchange.net.

This material was funded by USDA's Food Stamp Program through the California Department of Public Health's network for a healthy California. These materials are made available to you under a Creative Commons Attribution-NonCommercial-ShareAlike license. For more information on the Food Stamp Program, visit www.fns.gov.

1½ cup of fruit

½ cup of vegetables

½ cup of fruit

½ cup of vegetables

½ cup of fruit

1 cup of raw, leafy greens

1 cup of fruit in 100% fruit juice

½ cup of fruit

½ cup of vegetables

½ cup of vegetables

½ cup of fruit

½ cup of dried fruit



1/2 taza de fruta



1/2 taza de vegetales



1/2 cup de vegetales



1/2 taza de fruta



1/2 taza de vegetales



1/2 taza de fruta en jugo 100% natural



1/2 taza de fruta



1/2 taza de fruta

¡Dale Energía a tu Cuerpo con Frutas y Vegetales!

El comer las cantidades recomendadas de frutas y vegetales está en tus manos.

¿Quieres mejorar tu salud? Come frutas y vegetales de varios colores todos los días. Los adultos necesitan de 3 1/2 a 6 1/2 tazas de frutas y vegetales al día para mantenerse saludables. Para obtener algunas ideas y consejos que te ayuden a comer más frutas y vegetales, visita www.camponesalacambio.net.

Este material fue financiado por el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO) y el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO). Este material fue financiado por el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO) y el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO). Este material fue financiado por el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO) y el Programa de Alimentos y Alimentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO).



1/2 taza de vegetales



1/2 taza de vegetales



1/2 taza de fruta



1/2 taza de fruta



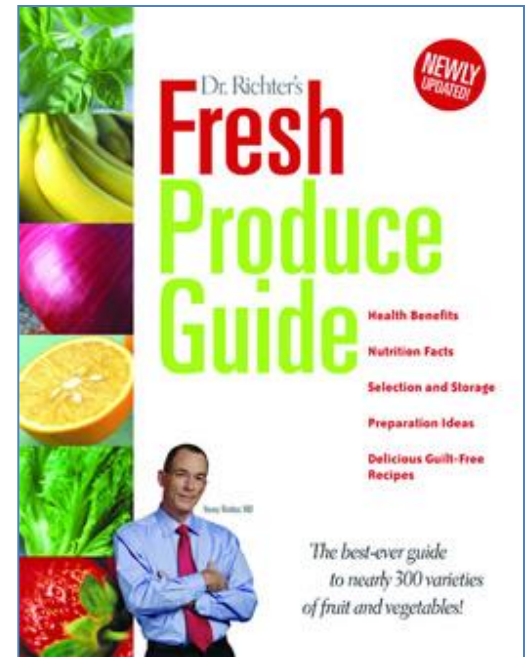
1/2 taza de fruta



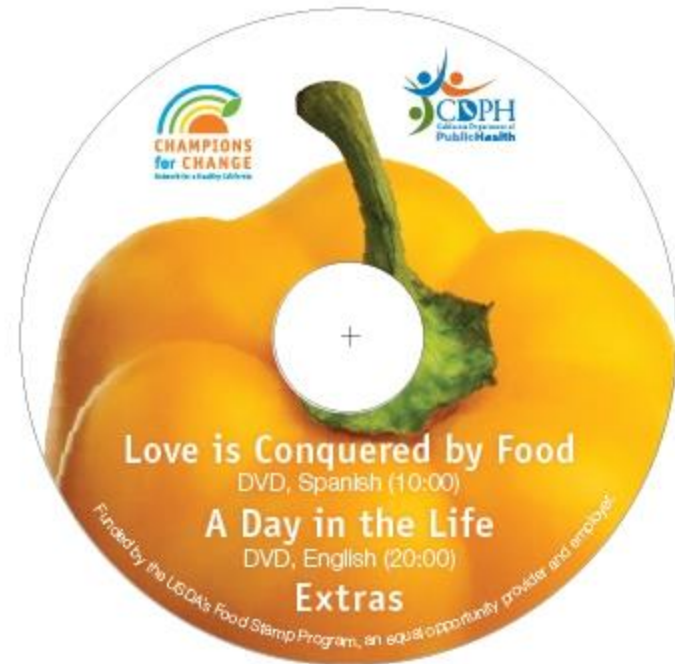
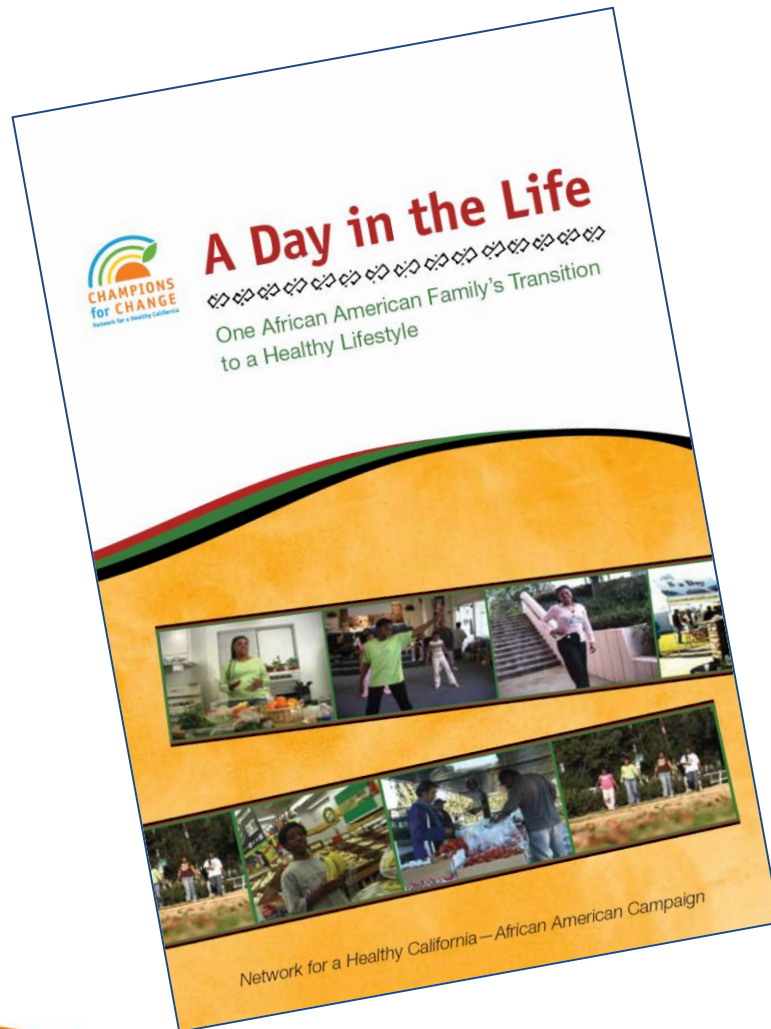
1/2 taza de fruta

Dr. Richter's Produce Guide

- Nutrition Facts
- Health benefits of produce
- Portion Sizes
- Categorized by fruits, vegetables, herbs and ethnic/specialties
- Twenty healthy recipes
- Description and history on 300 produce items, selection, storage, preparation, handling tips and availability



Educational Videos




Additional Resources




Fruit, Vegetable, and Physical Activity Playing Cards

TRC Technical Assistance

- Staff Training
 - Implementation Guidance
 - Community Connections
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Putting the Toolbox into Practice

- The *Toolbox* can be used with small or large classes.
 - You can choose to use the lessons and handouts to teach a series of classes on nutrition and physical activity.
 - Select one or two of the lessons and handouts for a one-time class, such as a parent meeting.
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Putting the Toolbox into Practice

- Start your class by playing the appropriate educational video.
 - For English-speaking adults, choose *A Day in the Life*.
 - For Spanish-speaking adults, choose *Love is Conquered by Food*.
- Following the video, conduct a nutrition or physical activity lesson from the *Toolbox*.
 - Try to conduct at least one lesson per week with the same group of participants during a two-month period.


Putting the Toolbox into Practice

- *Advocate for Fruits, Vegetables, and Physical Activity in Your Community*
 - Chose this lesson to empower participants to make changes in their community that support fruit and vegetable consumption as well as physical activity.
- *Quick Nutrition and Physical Activity Quiz*
 - Use this Quiz, or an evaluation tool of your choice, to measure how your participants progress through their learning experience.

Tips for Lessons in Diverse Communities



What is Culture

- A learned system of knowledge, behaviors, attitudes, beliefs, values, and norms that is shared by a group of people
 - Includes how people think, what they do, and how they use things to sustain their lives
 - Cultural diversity results from the unique nature of each culture
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Focus on Hispanic Cultures

- Hispanics in the United States includes any person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race
- Latinos are people of “Latin-American” descent
- While the terms Hispanic and Latino are used interchangeably, they do have different connotations.
 - *The Latino National Survey (2006) found that 35% of respondents preferred the term “Hispanic,” whereas 13.4% preferred the term “Latino.”*
 - *More than 32% of respondents said either term was acceptable, and 18.1% indicated they did not care (Fraga et al., 2006)*


Cultural Insights can help you communicate more effectively with specific cultures in order to influence their health behavior




Insights

- Traditional patriarchal structure grants the father or oldest male relative the greatest power, whereas women are expected to show submission (Kemp & Rasbridge, 2004).
 - Hispanics come from a collectivistic culture where group activities are dominant, responsibility is shared, and accountability is collective.
 - *Because of the emphasis on collectivity, harmony and cooperation among the group tends to be emphasized more than individual function and responsibility (Gudykunst, 1998).*
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Insights

- Getting diseases a bigger concern than dying
 - Issues of **morbidity rather than mortality** are of greatest concern
 - include lifestyle and behaviors affecting health; environmental factors such as exposure to pesticides, unclean air and polluted water; and the ongoing need for more effective use of existing health services (National Alliance for Hispanic Health, 2004).
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Insights


- Household size tends to be larger
 - The average size of Hispanic/Latino households is 3.47 people compared to 2.62 for the total population. (American Community Survey, 2008).
 - Children a big part of family households
 - In 2008, there were 10.4 million Hispanic family households:
 - 62% included children younger than 18
 - 66% consisted of a married couple
 - 43% included a married couple with children younger than 18
 - 70% of Hispanic children lived with two married parents (U. S. Census, 2008a).
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Targeting Health Communication


Knowing the habits and preferences of different cultures can help you plan effective health communication efforts for this audience.



Targeting Health Communication

- Consider using bilingual ad messages to appeal to Hispanic/Latino teens (Cheskin Research, 2006).
 - Use radio and television (Sonderup, 2010).
 - For Hispanics/Latinos in the United States, Spanish is a key marker of social, personal, and political identity. As a result, Spanish-language TV remains important for even those who are fluent English speakers and who regularly watch English-language TV. (Tracy, 2004).
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Targeting Health Communication

- Target health messages to men as well as to women.
 - Men often reluctant to consult physicians for health problems (Parangimalil, 2001).
 - Coordinate community outreach activities through established and trusted organizations and people. (Maurana & Rodney, 2000).
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Traditional Health Beliefs and Practices


Traditionally, illnesses thought to have either natural or supernatural causes.

- Humoral Imbalance:
 - In general, physical and mental illness is thought to result from an imbalance between a person and the environment, expressed as either “hot” and “cold” or “wet” and “dry” (Kemp & Rasbridge, 2004; Spector, 1996).
 - **To correct an imbalance, people consume foods or herbs with the opposite quality (e.g., “cold” conditions are treated with “hot” medications)** (Smith, 2000).

Traditional Health Beliefs and Practices


- Empacho: Illness can also result from a “dislocation” of different parts of the body.
 - a form of upset stomach or indigestion
 - The most common treatment is rubbing the stomach or back gently with cooking oil and pinching the spine (Smith, 2000; Spector, 1996).
- Mal de Ojo: “Bad eye” is caused when someone looks with admiration or jealousy at another person.
 - The person looked upon experiences malaise, sleepiness, fatigue, and severe headache (Kemp & Rasbridge, 2004).

Traditional Health Beliefs and Practices

- Envidia: Many Mexicans believe envidia, or envy, causes illness and bad luck. Envy can be provoked by success, but can result in misfortune and illness. (Spector, 1996)
 - Susto: Also known as fright sickness, susto arises from a traumatic or frightening experience and is thought to cause soul loss, whereby the soul leaves the body and wanders freely (Kemp & Rasbridge, 2004).
 - Symptoms include anxiety, depression, insomnia, introversion, irritability, lethargy, and anorexia.
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Faith and Family

Belief Systems:

- The majority of Hispanics believe that God is an active force in everyday life. (Pew Forum on Religion & Public Life and Pew Hispanic Center, 2007).
 - Faith and church often central to family and community life; this is especially apparent in the understanding of illnesses and healing (Kemp & Rasbridge, 2004).
 - Familismo is the value of family over individual or community needs and the expression of strong loyalty, reciprocity, and solidarity among family members (Smith, 2000).
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Physical Activity Mini-Break



Building Skills Through Hands-On Practice



Adult Recommendation Lesson Team

Lesson:

How many cups do I need?

[http://www.network-
toolbox.cdph.ca.gov/en/RecCups.asp](http://www.network-toolbox.cdph.ca.gov/en/RecCups.asp)



Nutrition Lesson Team

Lesson:

Try Your Hand at Fun Fruit and Vegetable Games

<http://www.network-toolbox.cdph.ca.gov/en/TryYourHand.asp>



Community Empowerment Lesson Team

Lesson:

Advocate for Fruits, Vegetables, and Physical Activity in Your Community

<http://www.network-toolbox.cdph.ca.gov/en/Advocate.asp>

Physical Activity Lesson Team

Lesson:

Be Active Your Way

<http://www.network-toolbox.cdph.ca.gov/en/BeActive.asp>



Reflections

Insights

Questions?





Good luck!

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